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AUTHOR	Lease, Judy
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ABSTRACT

The value of the video tape recorder (VTR) for speech courses was assessed by Purdue University's Department of Communication through student responses to a questionnaire on VTR feedback and the Department's teaching staff responses to a questionnaire on the VTR as an instructional aid. This report describes the equipment, how it was used, and then presents detailed discussions and analyses of student and staff reactions to VTR. Specific recommendations for changes to allow increased and more efficient use of the VTR equipment and for the acquisition of new equipment conclude the report. (SH)

ED 066031

THE VTR AS AN AID IN TEACHING COMMUNICATION: REACTIONS AND RECOMMENDATIONS

Department of Communication

Purdue University

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Judy Lease

Television Unit

Purdue University

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Although research to date is inconsistent regarding the speaker's ability to improve performance speaking using the video tape recorder (VTR) (McCroskey, Lashbrook; Bradley; Henderson; Caton, Feather; Saltzman; Goldhaber), some research is encouraging. Goldhaber's study supported higher attendance rates, more favorable attitude toward the VTR and higher instructor evaluations when the VTR was used. He commented, "If video tape can provide extra stimulus to promote better attendance and attitudes, then it just may be worth the extra cost and effort to use video tape as an aid in teaching fundamentals of speech communication."[1]

The Department of Communication, Purdue University, owns two General Electric TRI-PAC model PT-3-A portable videotape units. Each consists of an all transistor helical scan tape deck with dual recording heads and resettable counters which permit an easy numerical record of multiple programs on a single tape. Standard seven-inch reels are used which hold 1/2 inch tape. Two portable vidicon cameras, equipped with crystal controlled circuits and output jacks and GE circuit "zoom" lens are employed. Auxiliary lighting equipment is not necessary. In addition, one 12-inch closed-circuit TV monitor and one 22-inch TV monitor are used to facilitate viewing. Two portable dolly trucks permit a complete VTR unit to be moved between classrooms and offices.[2]

The value of the VTR for feedback to students (his later viewing of a speaking performance) and the value of the VTR as a teaching aid was assessed through student responses to a questionnaire on VTR feedback and Department of Communication teaching staff's responses to a questionnaire on the VTR as an instructional aid. The following proposed recommendations are based on these findings.

During the past year, video tape recordings of an ungraded, assigned speech (4-5 minutes) of each speaker (20-25 per class) have been made in two sections of Communication 114 (basic communication course) each semester. The video tape recording was made to allow each student to see his own performance in front of the audience; viewing was handled privately in the instructor's office where the student was asked first to comment on his speech (both content and delivery). Second, the instructor made comments as necessary for the student to note while viewing; finally, the tape was played. Reactions by the students could (and frequently were) made during viewing as well as afterward, and students could watch the entire tape or portions of it again if they wished.

In the present circumstances at Purdue University, Department of Communication VTR equipment is set up and operated by the instructor himself or by any helpers the instructor may secure (students or other instructors). Use of the Audio Visual (A-V) Center also is a possibility. The Biological Sciences (Bio) TV Center and TV Unit have set fees for use of their facilities and staff.

The procedure followed included:

1) scheduling the departmental equipment (at least one month in advance);
2) locating tapes (at least two 60-minute tapes per class);
3) giving the assignment (See Appendix I);
4) setting up a viewing appointment sign-up sheet for students allotting at least 15 minutes per student;

5) checking the equipment prior to recording days to be certain that it was functioning (also giving the instructor a trial run);
6) taking equipment to the classroom; setting up the equipment (making sure the monitor was not in audience view to prevent distraction from the speaker);
7) recording each speaker on tape (remembering to write down the student's name, tape number and tape position);
8) operating the camera so the student could have both close-up and full-body shots for viewing; and
9)critiquing speeches with individual students as scheduled.

STUDENT REACTIONS

In addition, after all students in the Spring Semester sections (42 students) had viewed the tapes, they were asked to react in paragraph form to the following question: "What is the value or lack of value of video tape use and viewing in Communication 114?"

Of the 42 students, 41 made positive comments--"useful," "beneficial," "valuable;" two respondents referred to the taping as "enjoyable and rewarding." Only one student maintained a neutral position--"I am not sure I learned too much from the VTR, but everyone else seemed to. Don't abandon it." Three students referred to the assignment in conjunction with video taping as "the most valuable assignment all semester."

The majority of students (37) felt that the ability to use the VTR as a basis of improvement was an important value. Most of these respondents (30), mentioned ability to see distracting and/or bad points in delivery. Henderson mentions, "...the obvious, the mannerisms barely objectionable, the idiosyncrasies of gesture and bad movement are the first items the speech student noticed...it may play a significant role for certain individuals in self-evaluation."[3] Ten respondents also mentioned noticing good points which tended to build confidence.

The student's ability to see himself and formulate his own opinions concerning his performance was a factor mentioned by 27 respondents. "The best part of this assignment was the use of video tape. When I first heard we were going to use it, I seriously doubted its value. However, when I viewed myself, I was able to see what I looked like (as opposed to what I thought I looked like) in front of an audience. This was quite a surprise for me, for I had many good points I didn't even know. I was able to spot exactly how my bad spots were created. Now I have a good idea which 'methods' to continue using and which to throw out. I only wish we could use video for all our speeches." Another student commented, "I feel the value of video tape usage in this class on the first speech is high for it gives everyone a chance to really see what mistakes he or she makes. A lot of times things just don't sink into people's minds when they are just told what they are doing wrong; they have to see it first, and this is where I think the video tape machine is invaluable."

The question (as indicated above) did not ask specifically for reactions to the equipment itself and feelings created by its presence. However, three students indicated some anxiety due to the VTR equipment with comments such as "I knew it was there," "sort of scary." Six students stated no anxiety due to equipment--one of these respondents recalled feeling more important because his speech was recorded. Bush, Bittner and Brooks report that significantly higher levels of anxiety, exhibitionism and reticence were not found when subjects spoke before an audience and the VTR.[4] The procedure used for the study was similar to the one reported here. Based on both, reactions to the written question and open discussion in class following the completion of the questionnaire, the two Communication 114 classes surveyed here tend to support the finding.

Finally, after this exposure to the VTR, fourteen students specifically indicated a desire for increased use of the equipment.

The responses are, admittedly, a very small sample of students in Communication 114 (approximately 2,000 per semester). However, it was not known at that time how many students in the basic course, or for that matter, any communication courses had been exposed to the VTR as an aid in the classroom.

STAFF REACTIONS

Since no study has been done at Purdue University, Department of Communication to evaluate the extent of use, interest, objections and recommendations of the teaching staff to the VTR equipment as an aid in teaching communication, a questionnaire was devised (See Appendix II). The questionnaire was sent to all teaching staff (76 members)--32 professors, 4 instructors, and 40 graduate teaching assistants. This report is based on a response of 53 (70%) questionnaires returned. See Table 1 for responses to individual questions.

General staff reaction to the VTR as an aid in teaching communication was positive. This was a reaction only to the perceived potential of video tape; all staff were asked to respond even though they may not have used the equipment personally.

Over half of the respondents have used the VTR equipment in classes at Purdue University. Not all of the teachers have used departmental facilities, however; equipment of the A-V Center, the Bio TV Center and the TV Unit also has been utilized. Several staff members have used the VTR at other institutions but not Purdue.

The majority of use was for the basic course; however, some staff also used it in two other lower division courses, nine upper division courses, six dual level courses and three graduate level courses (See Appendix III). Although 65% of the VTR use was in recording student speeches, many other uses were found.

TABLE 1
RESPONSES TO STAFF VTR QUESTIONNAIRE

QUESTION	RESPONSE	#	%
1. General Reaction			
	Positive	50	94%
	Neutral	1	2%
	Negative	2	4%
2. Have you used the VTR?			
	Yes	29	55%
	Yes (not Purdue)	2	4%
	No	22	41%
(If YES,)			
--Number of classes recorded			
	1-4	21	75%
	5-10	3	9%
	15 or more	1	3%
	1@semester	2	7%
	2@semester	1	3%
	1@year	1	3%
-*Video taping included			
	All students	28	90%
	Selected students	1	3%
	Both (different assignments)	2	7%
--Lead time needed			
	2 mo-1 semester	4	14%
	1 month	4	14%
	3 weeks	11	38%
	1 week or less	10	34%
--Did you operate equipment yourself?			
	Yes	10	34%
	With help	8	28%
	No	11	38%

*Includes 2 respondents who have used the VTR although not at Purdue University

QUESTION	RESPONSE	#	%
--If you did not operate equipment, who did?			
	A-V Center	7	64%
	TV Unit	2	18%
	Bio TV	2	18%
--Reliability of departmental equipment was			
	Very satisfactory	2	12%
	Satisfactory	3	19%
	Acequate	7	44%
	Inadequate	4	25%
-*Student feedback to teacher indicated VTR			
	Very valuable	14	45%
	Valuable	13	42%
	Adequate	4	13%
	Unsatisfactory	0	
-*Teacher rates VTR use			
	Very valuable	11	35%
	Valuable	12	39%
	Adequate	3	10%
	Unsatisfactory	2	6%
	No answer	3	10%
-*Teacher plans to use VTR again			
	Yes	18	58%
	Probably	6	19%
	Uncertain	2	7%
	No	1	3%
	No answer	4	13%
3. *If you have not used VTR have you considered using it?			
	Yes	22	92%
	No	2	8%

Among these are the following;

Dramatic exercises (in Radio, TV, Film courses)	10%
Demonstrations	3%
Documentary	7%
News	7%
Film production	3%
Interviewing	38%
Discussion	10%
Oral Interpretation Recital	3%
Micro-teaching	3%
Models (of speeches and interviews)	3%
Interaction Analysis Episodes	3%
Playback of other materials	3%

The reliability of the equipment of the TV Unit and the Bio TV Center was rated very satisfactory or satisfactory; however, reactions to the AV Center equipment as well as departmental equipment indicated some success and some failure. Several users of equipment outside the department said that they would not use departmental equipment because it was not reliable.

Twenty-seven (87%) respondents have received student feedback indicating that use of the VTR in the classroom is valuable or very valuable. Four (13%) respondents noted an adequate response while no teacher reported a student reaction of unsatisfactory. Students tend to realize the potential of the VTR as an aid in the communication classroom. The fact that no responding teacher received an unsatisfactory student reaction verifies the survey findings of the two Communication 114 classes reported above.

Three-fourths of the respondents reported their use of VTR equipment as valuable or very valuable while some considered it adequate. Several found it unsatisfactory; it is assumed that reliability of equipment confounded this variable.

In responding to plans to use the VTR again, over one-half of the respondents indicated "yes." Here again, reliability of the equipment was mentioned as a reason for possibly not using the equipment in the future.

Of the respondents who have not used the VTR as an aid, all but two respondents have considered using it. The following are reasons mentioned for not using the VTR:

1. The equipment is not reliable--64%

   Comments: "Since equipment doesn't work sometimes, it seemed precarious to rely on it."

   "The quality is poor."

2. I lack the time necessary for playbacks to students--64%

   Comments: "If students could view their own speeches, I'd definitely use it."

   "With 25 students, it is difficult to arrange times when everyone can view the tapes when the instructor would have to be present to run the machine."

3. The department lacks adequate viewing facilities--56%

4. I'm not familiar enough with the equipment to operate it--48%

   Comment: "I am not reliable with the equipment."

5. The equipment is too cumbersome to haul back and forth--32%

   Comment: "There is no central locale."

6. I was unable to schedule the equipment when needed--28%

7. I would like to use it but hesitate to ask those who have used it to take the time to demonstrate the equipment for me--24%

8. It takes too much time--12%

   Comments: "It takes too much time to set up, record and replay."

   "It is impractical for a 50-minute period."

   "The instructor cannot operate and function easily as a critic, evaluator, etc."

   "This is valuable time I can spend doing something else."

   "There are too many students--too little time."

9. I was unable to find enough blank tape--8%

10. I would have used it if I had known who to ask for instruction and assistance--4%

11. Other comments:

   "There is no easy means of scheduling."

   "The costs of studio time at the TV Unit were so high, we've resorted to the Bio TV Center."

   "I don't know how to get ahold of CBS documentaries or NET documentaries for class use. Are funds available for rental? I haven't taken the time to find out."

   "I don't teach performance courses usually."

In responding to the recommendations for increased usage of the VTR equipment by the teaching staff of the Department of Communication, the respondents indicated the following:

1. Set aside a small room or partition part of an office which would be equipped with a monitor and recorder for viewing purposes.

Highly recommend	53%	No opinion	11%
Recommend	24%	Unacceptable	6%
		No answer	6%

2. Create a technical assistantship (possibly 1/2 time, or 1/4 technical-1/4 teaching) to assist the teaching staff in setting up VTR equipment for class use.

Highly recommend	38%	No opinion	17%
Recommend	30%	Unacceptable	4%
		No answer	11%

3. Use one assistantship for the purpose of operating VTR equipment for the teaching staff during in-class recording sessions.

Highly recommend	30%	No opinion	26.4%
Recommend	7.6%	Unacceptable	19%
If $ available	2%	No answer	15%

4. Hire a part-time technician (perhaps, a full-time employee of the TV Unit) to help the teaching staff in setting up and/or operating VTR equipment.

Highly recommend	25%	No opinion	36%
Recommend	21%	Unacceptable	9%
If $ available	2%	No answer	7%

5. Give instruction concerning the proper operation of the VTR equipment to all teaching staff of the Department of Communication.

Highly recommend	41%	No opinion	17%
Recommend	23%	Unacceptable	7.6%
Already done	2%	No answer	9.4%

6. Build a locked storage cabinet in one classroom which would contain the necessary equipment (monitor, recorder and camera). The classroom would be used on a sign-up or rotating basis.

Highly recommend	34%	No opinion	17%
Recommend	17%	Unacceptable	19%
		No answer	13%

Staff members indicated other alternatives to consider. These recommendations concern both equipment and operation.

Equipment

1. Establish four TV rooms specifically set aside for taping and playback.
2. Equip certain classrooms for playback purposes as well as some for recording purposes.
3. Divide a large classroom into part storage for equipment, part for classroom use of the VTR.
4. Divide a large classroom into a storage area for AV equipment and an area for playback and/or experimentation (with a one-way mirror).
5. Have an AV substation in the building that would keep equipment oeprating and supply operator service.
6. Establish studio facilities with at least 2 black and white cameras to be used for TV production classes and other communication classes as available.
7. Turn a classroom into a small TV studio with all the basic technical facilities.
8. Replace the present VTR equipment with more reliable machinery.
9. Purchase higher quality equipment which would be of more value to the department.
10. Hire more engineers to fix the VTR.
11. Desperately need reliable and ample equipment, supplies and reliable, efficient manpower.

Operation

1. Better instruction on the VTR in Communication 609.
   Part of each assistantship responsibility should be a workshop involvement in the use of AV materials--a required part of 609 or a non-credit workshop.
2. Try to avoid putting the VTR equipment into the hands of teachers who know little about operating it.
3. A trained technician should be available to any class needing VTR.
4. Teachers should be trained to playback tapes only--other operation should be under close supervision of a responsible technician.
5. Both professors and graduate teaching assistants want to have someone else responsible for reliable operation of the equipment. When everyone is responsible for "proper operation" of equipment, no one is responsible.
6. Amenable to anything that would assist one in handling the VTR smoothly.

DISCUSSION

A major concern is equipment reliability. The majority of non-users stated that unreliable equipment was one factor in their not video taping. Out-of-department VTR users and some departmental equipment users will not use what they feel is "unreliable equipment." Incomplete understanding of operation may be one factor; better training of staff in VTR use will be mentioned later. A better program of protective maintenance is needed. Perhaps, a weekly check of all equipment by a TV Unit technician would be an initial step in upgrading the efficiency of the present equipment. However, replacement of the GE TRI-PAC recorders with video cassette recorders should be considered in departmental long-range planning.

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Lack of adequate viewing facilities creates other problems for staff. Presently, graduate teaching assistants must set up the recorder and monitor for playback in offices used by as many as seven other graduate assistants who may be consulting with each other or with their students. This environment is not conducive to student evaluation and response. Some space should be provided where an instructor and student can view tapes outside of class.

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Many instructors would prefer allowing the student to check out his tape and view it at his convenience without the instructor in attendance as time for playbacks is restricted. Some respondents indicated that they would use the VTR for more performances if this were possible. One individual indicated that teachers should be encouraged to use the VTR more than once per semester as one viewing is not valuable. Others would disagree; however, additional exposure to video taped performances would enable the student to see improvement and make better self-evaluations throughout the semester. Initially, some type of viewing facility and a means of scheduling as well as a technician of some sort would be needed to rectify this problem. In the future, a video cassette playback-only machine could be utilized and operated by the student himself.

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Although some attempts have been made to train staff in the use of the VTR equipment, more training and/or workshops are needed if individual staff members continue to operate the equipment. Diskin and Bittner indicated that even though training sessions and checklists are provided, staff has difficulty focusing and adjusting lens apertures. They suggest using a trained assistant for the first two or three taping sessions until a faculty member becomes well enough acquainted with the VTR to handle it alone.[2] Presently, the TV Unit technical staff is making a video tape on the proper operation of the VTR equipment. This tape could be dubbed and kept in the Department of Communication for check out if an individual felt he needed to review operation of equipment.

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Some who felt instruction on VTR operation was unacceptable mentioned that teachers should not operate equipment other than for playback purposes--it is too complex to be in the hands of inexperienced personnel. Of course, a technician for set up and operation of equipment already located in the classroom would be ideal. At the very least, one individual should be responsible to check the equipment and should receive reports of malfunctions and other problems.

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Locating the equipment in a Communication Laboratory would eliminate some of the equipment moving problems as well as time factors that were found objectionable. Using an existing classroom on a rotating basis would create one itinerant class per hour which could create problems for students and staff. A better suggestion seems to be to petition Schedules and Space for a laboratory facility. With an overwhelmingly positive reaction to VTR use in communication and with over half of the teaching staff having used VTR equipment under present circumstances, it seems that a strong case could be made for departmental need for a Communication Laboratory to increase instructional efficiency and quality of education in a required basic course. Several suggestions have been made by staff; implementation would have to be based on space and money available.

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Although it was not the intent of this paper to evaluate departmental use of facilities other than our own VTR equipment, some clarification needs to be made concerning departmental use of TV Unit and Bio TV Center facilities. Although the TV studios are used for radio-TV courses, portable VTR equipment is utilized by these classes for rehearsal of programs, classroom supplemental material and playback of student productions.

It is possible that communication courses other than radio-television could make use of facilities of the TV Unit or Bio TV Center for recording materials that would be handled more easily in a studio. Several graduate teaching assistants have expressed interest in using such facilities; one graduate teaching assistant has used the Bio TV Center both semesters during the 1971-1972 school year. Advanced interviewing classes (Com 525) recording interviews have utilized studio time in the past.

It seems that many of the teaching staff are unaware that the Department of Communication can apply for funds using the procedures outlined in Business Manager's Memorandum No. 109. The allotted money from a special reserve fund is available for the production of video tape for a course or unit. The TV Unit staff and facilities can be used in this way with little or no out-of-pocket expense to the Department of Communication. A similar procedure is being developed for use of the Bio TV Center facilities.

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SPECIFIC RECOMMENDATIONS

1. Create a Communication Laboratory in Heavilon Hall.
   a. Petition Schedules and Space for an additional large room in excess of allotted class space.
   b. Place one complete VTR unit in the Communication Laboratory which would be set up and ready to operate.
   c. The second unit could be used in individual classrooms by those unable to schedule the Communication Laboratory.
   d. Complete arrangements with the TV Unit for Communication Laboratory technicians.

2. Establish current Schedule Deputy as the individual responsible for Laboratory scheduling.
   a. At the time a teacher schedules the room, he/she should be asked
      1) Do you need a technician to operate the equipment?
      2) If a technician is not available, do you want the space anyway?
   b. If a technician is needed, the Technical Operations Supervisor of the TV Unit should be notified to schedule the technician.
   c. Unscheduled hours could be used for viewing purposes.

3. Establish a weekly protective maintenance program for the departmental VTR equipment through the TV Unit.

4. Provide a yearly workshop/open house of the Communication Laboratory and the TV Unit facilities to acquaint the teaching staff with equipment and technical personnel.
   a. This could be a part of the "beginning of the school year" meeting attended by all staff.
   b. Follow-up VTR instruction in Communication 609 would be provided for all new graduate teaching assistants.
   c. A dub of the tape (now being developed on operation of VTR) should be placed in the Communication Library for check out to provide a review of set up and operation for these staff members who need it.

5. Apply for additional dollars from a reserve fund for using studio facilities of the TV Unit and Bio TV Center by classes in addition to radio-television.

6. Consider VTR equipment in long-range planning of the Department of Communication.
   a. Gradually begin to replace present recorders with video cassette recorders (record and playback machines as well as playback-only machines).
   b. Purchase video cassette tapes.
   c. Use one cubicle office area for a student viewing room. The room should be equipped with one monitor, one playback-only machine, one headphone set and racks for cassette tapes.
   d. Add additional viewing areas as demand requires.

CONCLUSION

It is apparent that some changes need to be made to allow increased and more efficient use of the present VTR equipment. Also, plans need to be developed now for phased acquisition of more reliable equipment.

President Hansen in his Position Paper #1 states, "It would therefore be in order to reaffirm that actions relating to program development and curricular reform originate with the faculty." In his directive relating to improving the educational environment, President Hansen asks administrators to discuss "steps that need to be taken to enhance the educational environment."[5] It seems that more extensive use of VTR equipment would provide a significant aid to help students learn to communicate more effectively. "We are only on the threshold of a period that will ultimately see this application of the television instrument as a small but integral part of the teaching-learning process."[3]

NOTES

[1]Gerald M. Goldhaber. "Effects of Videotape on Attendance and Attitude in the Fundamentals of Speech Communication Course," Speech Teacher, 21:98, March, 1972.

[2]"A Crosscountry Look at VTR," Educational/Instructional Broadcasting, 4:19, January, 1971.

[3]John Henderson. "Using Mirror TV to Teach Speaking," NAEB Journal, 23:54, November-December, 1964.

[4]Janice D. Bush, John R. Bittner, William D. Brooks. "The Effect of the Video-Tape Recorder on Levels of Anxiety, Exhibitionism, and Reticence," Speech Teacher, 21:129, March, 1972.

[5]Arthur G. Hansen. "The Educational Environment of the University: Presidential Position Paper No. 1," Purdue University, April 24, 1972.

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APPENDIX I

UNIT III: CONTENT AND ORGANIZATION

OBJECTIVE: To promote organizational clarity and provide sufficient support for assertions.

TASKS:

1. Speech
   a. Orally present an extemporaneous speech on a worthwhile topic. Criteria for a worthwhile topic include--
      1) Topic merits the attention of the audience
      2) Topic is appropriate as a tool of completing the tasks assigned.
      3) Topic is narrow enough to allow adequate analysis and handling of issues.
   b. Time limit--4-5 minutes.
   c. The speech should contain--
      1) Introduction
         --gain attention (attention-getter should be relevant to the topic)
         --explain why you are speaking on the topic (relate to audience)
         --present a proposition statement (1 or 2 sentences stating what you're going to talk about)
      2) Body
         --use one or more types of organizational formats in the textbook or discussed in class
         --use 2 forms of support for each main argument.
      3) Conclusion
         --summarize briefly
         --have a wind-up statement to complete the speech.
2. Speaking dates--four days, as assigned.
3. Sign up for a time to view your video tape.

NOTE: This speech will be video taped; each student will have the opportunity to view his tape privately with the instructor.

APPENDIX II

VIDEO TAPE RECORDING EQUIPMENT QUESTIONNAIRE

1. Your general reaction to using the video tape recording (VTR)* equipment as an aid in teaching communication courses (whether you use it or not) is:

   _____Positive _____Neutral _____Negative

2. Have you used the VTR equipment to tape speech and/or performance assignments for communication classes?

   _____Yes _____No (if "no," please go to page 2, question 3)

   a. Class(es) in which the VTR has been used, (i.e., 114,325, etc.)

      ____ ____ ____ ____ ____

   b. Type of assignment (5 minute speech, interview, etc.)

      _____

   c. Number of classes recorded_____

   d. The video taping in the class(es) included

      ____All students ____selected students

   e. How much lead time (pre-planning) was required before you scheduled the equipment?

      ____1 semester ____3 weeks
      ____2 months ____1 week or less
      ____1 month

   f. Did you operate the equipment yourself?

      ____Yes ____No

      ____Audio Visual Center technician
      ____Student
      ____Other (Please specify):

      _____

   g. Did you find the reliability of the equipment to be

      ____Very satisfactory ____Adequate
      ____Satisfactory ____Inadequate

   h. Student feedback received indicated that using the VTR as an aid was

      ____Very valuable ____Adequate
      ____Valuable ____Unsatisfactory

*VTR equipment includes a camera, a monitor, and a recorder.

2. (Continued)

i. I consider use of the equipment to have been

____Very valuable ____Adequate

____Valuable ____Unsatisfactory

j. I plan to use the equipment again.

___Yes ____Probably ____Uncertain ____No

3. If you have <u>not</u> used the VTR equipment to tape speech and/or performance assignments for communication classes,

a. Have you ever <u>considered</u> using the VTR for this purpose?

____Yes ____No

b. Why wasn't the VTR used <u>OR</u> why haven't you considered using it? (Check as many as apply)

____I'm not technically inclined.

____I'm not familiar enough with the equipment to operate it.

____I lack the time necessary for playbacks to students.

____I would like to use it but hesitate to ask those who have used it to take the time to demonstrate the equipment for me.

____The equipment is too cumbersome to haul back and forth.

____The department lacks adequate viewing facilities.

____I would have used it if I had known who to ask for instruction and assistance.

____I was unable to find enough blank tape.

____The equipment is not reliable.

____The VTR equipment has little value to students.

____I was unable to schedule the equipment when needed.

____Other (Please specify):_____

_____

____Other (Please specify):_____

_____

4. What recommendations would you make to increase usage of the VTR equipment by the teaching staff of the Department of Communication? Please respond to each statement by indicating a number, where:
1=highly recommend; 2=recommend; 3=no opinion; 4=unacceptable.

_____Set aside a small room or partition part of an office which would be equipped with a monitor and recorder for viewing purposes.

_____Create a technical assistantship (possibly 1/2 time, or 1/4 technical-1/4-teaching) to assist the teaching staff in setting up VTR equipment for class use.

_____Use one assistantship for the purpose of operating VTR equipment for the teaching staff during in-class recording sessions.

_____Hire a part-time technician (perhaps, a full-time employee of the TV Unit) to help the teaching staff in setting up and/or operating VTR equipment.

_____Give instruction concerning the proper operation of the VTR equipment to all teaching staff of the Department of Communication.

_____Build a locked storage cabinet in one classroom which would contain the necessary equipment (monitor, recorder and camera). The classroom would be used on a sign-up or rotating basis.

_____Other (Please specify):_____

_____

_____Other (Please specify):_____

_____

5. Personal Data:

a. Name_____

b. Position (Check one)

_____Professor _____Instructor (non-student) _____Grad. Assistant

c. Area of specialization:

_____

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JL

APPENDIX III

Courses in Which the VTR is Used as an Aid in Teaching
Department of Communication, Purdue University

Lower Division, Undergraduate

114	Fundamentals of Speech Communication
230	Broadcasting and Society
232	Radio and Television Performance

Upper Division, Undergraduate

304 (Ed)	Principles of Teaching
314	Advanced Public Speaking
315	Speech Communication of Technical Information
325	Interviewing: Principles and Practice
332	Television Production
333	Film Production
415	Discussion of Technical Problems
418 (Ed)	The Teaching of Speech in the Secondary Schools
424 (Ed)	Supervised Teaching of Secondary School Subjects

Dual Level--Undergraduate, Graduate

504	Development and Problems of Speech Education
525	Advanced Interviewing and Conference Methods
530	Broadcast Journalism
533	The Documentary Film: Theory and Techniques
537	Radio and Television in Education
540	Advanced Oral Interpretation

Graduate Level

605	Psychology of Speech Education
607	The Audience
609	Seminar: The College Course in Speech Communication (required of all graduate Teaching Assistants)